**GRADE SIX**

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| **Standard 1:** Define an Information Task | | | | |
| Benchmarks | | | | |
| * 1. With teacher-guidance, develop essential question to develop topic focus or a self selected essential question   2. Understand the concept of forming a focus as a way to narrow the topic of a research project.   3. Develops primary research questions   4. Identifies pre-existing knowledge and what will be needed to solve the problem (exploratory research)   5. Decides upon topics and subtopics   6. Broadens and narrows topic into manageable focus by revising and developing questions as needed. | | | | |
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| **Current projects: Grade 6** | | **Expansion: Grade 6** | | |
| * Science/ELA Poetry research project * Roman Wax Museum * Home of the Brave Research * How to Choose a Book * Genre Poster Project | | * Science/ELA project is only done in one house – this is where the students get their introduction to writing research questions. This lesson, or a lesson accomplishing the same things, needs to be done in all classes so this learning goal can be accomplished. * Similarly, the HoB project addresses skills it would be useful for all students to have before entering seventh grade and this project is currently only done with one house. | | |
| **By the end of this year, students should be able to…**   * Have a general idea of how to narrow and expand a topic to write a good research question (Introductory) * Understand the purpose of exploratory research and have strategies to begin finding information on their own (Introductory) | | | | |
| **Common Core Tie-in** | | | | |
| CC.6.W.7  CC.6.W.8  CC.6.W.9.b | CC6-8WH/SS/TS1  CC6-8WH/SS/TS1a  CC6-8WH/SS/TS7 | | CC6-8WH/SS/S/TS10 |  |
| **Assessment options**  Exit tickets to check understanding and retention  Brief homework assignments  Individual check-ins  Instant surveying (with clickers) | | | | |

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| **Standard 2: Locating and Accessing Information** | | | | | |
| Benchmarks | | | | | |
| 1. Understand and apply knowledge of alphabetical and Dewey Decimal System arrangement to locate books. 2. Independently use organizational tools to locate and browse the shelves for personal interest and assignments. 3. Understand and independently use an online catalog as a searchable database. 4. Understand the concept of inter-library loan, and online library catalogs outside of the school library to find and evaluate websites and to answer questions and uses public libraries’ digital and print collections when necessary. 5. Use online resources to find and extract relevant data and information 6. Work on formulating keywords and phrases, note-taking, and constructing efficient search strategies. 7. Use school librarian and others as information sources. 8. Recognizes type of info needed and gaps in information provided 9. Understands school criteria for selecting sources (CART) 10. Identifies a variety of sources that can be obtained within timeline of task 11. Understands difference between primary and secondary sources | | | | | |
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| **Current projects: Grade 6** | | **Expansion: Grade 6** | | | |
| Orientation  Science/ELA Poetry research project  Roman Wax Museum  Home of the Brave Research  How to Choose a Book  Genre Poster Project | | * Some students have extra lessons about using the library catalog, but there is little consistency in this regard. * CART is introduced and supported through the Roman Wax Museum project, and it would be excellent to have it supported again at the end of the school year in whatever project is going on surrounding religions. | | | |
| **By the end of this year, students should be able to…**  Search for and locate books on their own (mastery)   * Use CART to choose resources appropriate to specific activities and personal needs (introductory) * Identify gaps in information and formulate strategies to fill them (introductory) | | | | | |
| **Common Core Tie-In** | | | | | |
| CC.6.R.I.1  CC.6.R.I.2  CC.6.R.I.4  CC.6.R.I.6  CC.6.R.I.7  CC.6.R.I.8  CC.6.R.I.9 | CC.6.W.1.b  CC.6.W.2.b  CC.6.W.9.b | | CC6-8RH.SS1  CC6-8RH.SS2  CC6-8RH.SS3  CC6-8RH.SS6  CC6-8RH.SS7  CC6-8RH.SS8  CC6-8RH.SS9 | CC6-8WH/SS/S/TS1  CC6-8WH/SS/S/TS1a  CC6-8WH/SS/S/TS1b  CC6-8WH/SS/S/TS2b | CC6-8WH/SS/S/TS7  CC6-8WH/SS/S/TS9  CC6-8WH/SS/S/TS10  CC6-8RS/TS1  CC6-8RS/TS8  CC6-8RS/TS9 |
| **Assessment options**  Exit tickets to check understanding and retention  Brief homework assignments  Individual check-ins  Instant surveying (with clickers)  Observation | | | | | |

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| **Standard 3: Using Information (a. evaluates, b. selects most relevant, c. exhibits ethical behavior)** | | | | | | |
| Benchmarks | | | | | | |
| 1. Selects appropriate tools or applications for task (a) 2. Uses school criteria for selecting sources (CART) (a) 3. Distinguish between fact and opinion. (a) (T) 4. Understand the concept of authority and peer review as it applies to the validity of information found on websites and databases. (a) (T) 5. Practice the selection and use of appropriate information sources to answer questions, including print and online resources. (b) (R) 6. Understand the differences between search engines, websites, and databases and how to access them (b) (C,A,R,T) 7. Learn how to skim and scan information sources in order to extract relevant information by paraphrasing. (b,c) (A,R) 8. Keeps accurate notes and records for data and resources used (b,c) 9. Uses online catalogs to provide bibliographic information about sources. (c) 10. Understand and abide by the computer Acceptable Use Policy and practice Internet etiquette. (c) 11. Understand the concept of common knowledge and plagiarism. (c) 12. Understand the concept of copyright (intellectual property) as it applies to print, media, and electronic resources. (c) 13. Creates bibliographic citations to acknowledge intellectual property of others (c) 14. Adheres to copyright restrictions for print and digital sources (c) 15. Demonstrates knowledge of Internet safety | | | | | | |
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| **Current projects: Grade 6** | | | **Expansion: Grade 6** | | | |
| Science/ELA Poetry Project  Roman Wax Museum  Home of the Brave Research  How to Choose a Book | | | * Students are introduced to the concept of extracting information from texts on a number of occasions in sixth grade, but it is still a hard concept for them to grasp. More could be done in this area. * Everyone could use more practice with creation bibliographies, as well as more instruction as to why we create them. | | | |
| **By the end of this year, students should be able to…**   * Use CART to choose resources appropriate to specific activities and personal needs (introductory) * Extract information from sources (introductory) * Understand the difference between different online resources (developing) * Create a bibliography (introductory) | | | | | | |
| **Common Core Tie-In** | | | | | | |
| CC.6.I.1  CC.6.I.2  CC.6.I.4  CC.6.I.6  CC.6.I.7  CC.6.I.8  CC.6.I.9 | CC.6.W.1.b  CC.6.W.2.b  CC.6.W.7  CC.6.W.8  CC.6.W.9.b |  | | CC6-8WH/SS/S/TS1  CC6-8WH/SS/S/TS1a  CC6-8WH/SS/S/TS1b  CC6-8WH/SS/S/TS2b | CC6-8WH/SS/S/TS7  CC6-8WH/SS/S/TS8  CC6-8WH/SS/S/TS9  CC6-8WH/SS/S/TS10  CC6-8RS/TS9 | CC6-8RH.SS3  CC6-8RH.SS6  CC6-8RH.SS7  CC6-8RH.SS8 |
| **Assessment options**  Exit tickets to check understanding and retention  Brief homework assignments  Individual check-ins  Instant surveying (with clickers)  Observation | | | | | | |

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| **Standard 4: Synthesizing Information** | | | | | |
| Benchmarks | | | | | |
| 1. Exercise the ability to predict, analyze, and paraphrase data and information 2. Draws conclusions based on information 3. Integrates own knowledge and information with that other of in group 4. Integrates own knowledge into gathered information. 5. Produces and communicates information and ideas in appropriate formats 6. Use appropriate medium to communicate research results | | | | | |
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| **Current projects: Grade 6** | | **Expansion: Grade 6** | | | |
| Science/ELA Poetry Project  Roman Wax Museum  Home of the Brave Research | | * Students have a lot of trouble getting information out of texts and could use more practice in this area. | | | |
| **By the end of this year, students should be able to…**   * Paraphrase information and draw conclusions based on information (introductory) * Create a final product in a variety of formats (introductory) | | | | | |
| **Common Core Tie-In** | | | | | |
| CC.6.R.I.1  CC.6.R.I.4  CC.6.W.1.a  CC.6.W.7  CC.6.W.8  CC.6.W.9 | CC6-8RH/SS3  CC6-8RH/SS6  CC6-8RH/SS7  CC6-8RH/SS8 | | CC6-8WH/SS/S/TS1  CC6-8WH/SS/S/TS1a  CC6-8WH/SS/S/TS2a  CC6-8WH/SS/S/TS2b  CC6-8WH/SS/S/TS6  CC6-8WH/SS/S/TS7 | CC6-8WH/SS/S/TS10  CC6-8RST/TS9 |  |
| **Assessment options**  Exit tickets to check understanding and retention  Brief homework assignments  Individual check-ins  Instant surveying (with clickers)  Observation | | | | | |

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| **Standard 5: Active Member of Learning Community** | | | | | |
| Benchmarks | | | | | |
| * 1. Seeks information from diverse sources, contexts, disciplines and cultures   2. Shares knowledge and information with larger learning community   3. Respects other’s ideas and backgrounds and acknowledges their contributions   4. Collaborates with others both in person and through technology   5. Uses digital tools to share information and work collaboratively with others | | | | | |
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| **Current projects: Grade 6** | | **Expansion: Grade 6** | | | |
| Orientation  Science/ELA Poetry Project  Roman Wax Museum  Home of the Brave Research  How to Choose a Book | |  | | | |
| **By the end of this year, students should be able to…**   * Find information from a variety of sources (introductory) * Work together to find and share resources and information (introductory) | | | | | |
| **Common Core Tie-In** | | | | | |
| CC.6.R.1.4  CC.6.W.7  CC.6.W.8  CC.W.9.b | CC6-8RH/SS7  CC6-8RH/SS8 | | CC6-8WH/SS/S/TS1  CC6-8WH/SS/S/TS1a  CC6-8WH/SS/S/TS2b  CC6-8WH/SS/S/TS6  CC6-8WH/SS/S/TS7  CC6-8WH/SS/S/TS10 | CC6-8RS/TS9 |  |
| **Assessment options**  Exit tickets to check understanding and retention  Web check-ins  Individual check-ins  Instant surveying (with clickers)  Observation | | | | | |

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| **Standard 6: Appreciate Literature** | | | | | |
| Benchmarks | | | | | |
| * 1. Independently follow library procedures and demonstrate proper care for borrowed materials.   2. Use the school librarian and others as information sources.   3. Consistently select and read materials of appropriate interest and reading level.   4. Reads widely in various formats and genres   5. Makes connections between self and larger community   6. Derives meaning from information presented creatively in a variety of formats.   7. Relate appreciation of literature to others (in form of reviews, online ratings, journal entries, etc.) | | | | | |
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| **Current projects: Grade 6** | | **Expansion: Grade 6** | | | |
| Genre Poster Project  How to Choose a Book  Home of the Brave Research  Book Review Writing | | * It would be great to have more consistency among classes visiting for book-choosing strategies. * There should be more lessons and encouragement to use the review-writing part of the OPALS catalog. | | | |
| **By the end of this year, students should be able to…**   * Use the library appropriately (mastery) * Choose and read books in a variety of genres and formats (developing) * Use a variety of resources to choose books (developing) | | | | | |
| **Common Core Tie-In** | | | | | |
| CC.6.SL.1 |  | |  |  |  |
| **Assessment options**  Individual check-ins  Instant surveying (with clickers)  Observation  Circulation statistics and info | | | | | |

**GRADE SEVEN**

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| **Standard 1:** Define an Information Task | | | | | |
| Benchmarks | | | | | |
| 1. With teacher-guidance, develop essential question to develop topic focus or a self selected essential question 2. Understand the concept of forming a focus as a way to narrow the topic of a research project. 3. Develops primary research questions 4. Identifies pre-existing knowledge and what will be needed to solve the problem (exploratory research) 5. Decides upon topics and subtopics 6. Broadens and narrows topic into manageable focus by revising and developing questions as needed. | | | | | |
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| **Current projects: Grade 7** | | **Expansion: Grade 7** | | | |
| * I-Search | | * I-Search lessons are done inconsistently among the seventh grade classes. A more structured plan of collaboration between I-Search teachers and the librarian would help to make sure all students are getting the same skills. * These skills should be addressed in other areas of the curriculum. | | | |
| **By the end of this year, students should be able to…**   * Write a good research question (developing) * Understand the purpose of exploratory research and have strategies to begin finding information on their own (developing) | | | | | |
| **Common Core Tie-in** | | | | | |
| CC.7.R.I.4  CC.7.W.7  CC.7.W.8  CC.7.W.9a  CC.7.W.10 | CC6-8WH/SS/TS1  CC6-8WH/SS/TS1a  CC6-8WH/SS/TS7 | | CC6-8WH/SS/S/TS10 |  |  |
| **Assessment options**  Exit tickets to check understanding and retention  Web check-ins  Individual check-ins  Instant surveying (with clickers)  Observation | | | | | |

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| **Standard 2: Locating and Accessing Information** | | | | | |
| Benchmarks | | | | | |
| 1. Understand and apply knowledge of alphabetical and Dewey Decimal System arrangement to locate books. 2. Independently use organizational tools to locate and browse the shelves for personal interest and assignments. 3. Understand and independently use an online catalog as a searchable database. 4. Understand the concept of inter-library loan, and online library catalogs outside of the school library to find and evaluate websites and to answer questions and uses public libraries’ digital and print collections when necessary. 5. Use online resources to find and extract relevant data and information 6. Work on formulating keywords and phrases, note-taking, and constructing efficient search strategies. 7. Use school librarian and others as information sources. 8. Recognizes type of info needed and gaps in information provided 9. Understands school criteria for selecting sources (CART) 10. Identifies a variety of sources that can be obtained within timeline of task 11. Understands difference between primary and secondary sources | | | | | |
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| **Current projects: Grade 7** | | **Expansion: Grade 7** | | | |
| I-Search  Orientation  Poet Project | | * Search lessons are done inconsistently among the seventh grade classes. A more structured plan of collaboration between I-Search teachers and the librarian would help to make sure all students are getting the same skills. * These skills should be addressed in other areas of the curriculum. * The Poet Project has only been done in one cluster one time. It would be useful to have all students do the project in order to gain the skills learned within it. | | | |
| **By the end of this year, students should be able to…**   * Use CART to choose resources appropriate to specific activities and personal needs (developing) * Identify gaps in information and formulate strategies to fill them (developing) * Search for and locate books on their own (mastered in sixth grade) | | | | | |
| **Common Core Tie-In** | | | | | |
| CC.7.R.I.1  CC.7.R.I.2  CC.7.R.I.4  CC.7.R.I.6  CC.7.R.I.7  CC.7.R.I.8  CC.7.R.I.9 | CC.7.W.1.b  CC.7.W.2.b  CC.7.W.6  CC.7.W.7  CC.7.W.8  CC.7.W.9  CC.7.W.9.a  CC.7.W.10 | | CC6-8WH/SS/S/TS1  CC6-8WH/SS/S/TS1a  CC6-8WH/SS/S/TS1b  CC6-8WH/SS/S/TS2b | CC6-8WH/SS/S/TS7  CC6-8WH/SS/S/TS8  CC6-8WH/SS/S/TS9  CC6-8WH/SS/S/TS10  CC6-8RS/TS1  CC6-8RS/TS8  CC6-8RS/TS9 | CC6-8RH.SS1  CC6-8RH.SS2  CC6-8RH.SS3  CC6-8RH.SS6  CC6-8RH.SS7  CC6-8RH.SS8  CC6-8RH.SS9 |
| **Assessment options**  Exit tickets to check understanding and retention  Web check-ins  Individual check-ins  Instant surveying (with clickers)  Observation | | | | | |

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| **Standard 3: Using Information (a. evaluates, b. selects most relevant, c. exhibits ethical behavior)** | | | | | |
| Benchmarks | | | | | |
| 1. Selects appropriate tools or applications for task (a) 2. Uses school criteria for selecting sources (CART) (a) 3. Distinguish between fact and opinion. (a) (T) 4. Understand the concept of authority and peer review as it applies to the validity of information found on websites and databases. (a) (T) 5. Practice the selection and use of appropriate information sources to answer questions, including print and online resources. (b) (R) 6. Understand the differences between search engines, websites, and databases and how to access them (b) (C,A,R,T) 7. Learn how to skim and scan information sources in order to extract relevant information by paraphrasing. (b,c) (A,R) 8. Keeps accurate notes and records for data and resources used (b,c) 9. Uses online catalogs to provide bibliographic information about sources. (c) 10. Understand and abide by the computer Acceptable Use Policy and practice Internet etiquette. (c) 11. Understand the concept of common knowledge and plagiarism. (c) 12. Understand the concept of copyright (intellectual property) as it applies to print, media, and electronic resources. (c) 13. Creates bibliographic citations to acknowledge intellectual property of others (c) 14. Adheres to copyright restrictions for print and digital sources (c) 15. Demonstrates knowledge of Internet safety | | | | | |
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| **Current projects: Grade 7** | | **Expansion: Grade 7** | | | |
| I-Search  Poet Project | | * Search lessons are done inconsistently among the seventh grade classes. A more structured plan of collaboration between I-Search teachers and the librarian would help to make sure all students are getting the same skills. * These skills should be addressed in other areas of the curriculum. * The Poet Project has only been done in one cluster one time. It would be useful to have all students do the project in order to gain the skills learned within it. | | | |
| **By the end of this year, students should be able to…**   * Identify the parts of CART and use them without instruction (developing) * Extract information from sources (developing) * Understand the difference between different online resources and know which to use when (developing) * Create a bibliography and why they need to give credit (developing) | | | | | |
| **Common Core Tie-In** | | | | | |
| CC.7.R.I.1  CC.7.R.I.2  CC.7.R.I.4  CC.7.R.I.6  CC.7.R.I.7  CC.7.R.I.8 | CC.7.W.2.b  CC.7.W.6  CC.7.W.7  CC.7.W.8  CC.7.W.9  CC.7.W.9.a  CC.7.W.10 | | CC6-8WH/SS/S/TS1  CC6-8WH/SS/S/TS1a  CC6-8WH/SS/S/TS1b  CC6-8WH/SS/S/TS2b | CC6-8WH/SS/S/TS7  CC6-8WH/SS/S/TS8  CC6-8WH/SS/S/TS9  CC6-8WH/SS/S/TS10  CC6-8RS/TS9 | CC6-8RH.SS3  CC6-8RH.SS6  CC6-8RH.SS7  CC6-8RH.SS8 |
| **Assessment options**  Exit tickets to check understanding and retention  Web check-ins  Individual check-ins  Instant surveying (with clickers)  Observation | | | | | |

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| **Standard 4: Synthesizing Information** | | | | | |
| Benchmarks | | | | | |
| 1. Exercise the ability to predict, analyze, and paraphrase data and information. 2. Draws conclusions based on information 3. Integrates own knowledge and information with that other of in group 4. Integrates own knowledge into gathered information. 5. Produces and communicates information and ideas in appropriate formats 6. Use appropriate medium to communicate research results | | | | | |
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| **Current projects: Grade 7** | | **Expansion: Grade 7** | | | |
| I-Search  Poet Project | | * Search lessons are done inconsistently among the seventh grade classes. A more structured plan of collaboration between I-Search teachers and the librarian would help to make sure all students are getting the same skills. * These skills should be addressed in other areas of the curriculum. * The Poet Project has only been done in one cluster one time. It would be useful to have all students do the project in order to gain the skills learned within it. | | | |
| **By the end of this year, students should be able to…**   * Paraphrase information and draw conclusions based on information (developing) * Create a final product in a variety of formats (developing) | | | | | |
| **Common Core Tie-In** | | | | | |
|  |  | | CC6-8WH/SS/S/TS1  CC6-8WH/SS/S/TS1a  CC6-8WH/SS/S/TS2a  CC6-8WH/SS/S/TS2b  CC6-8WH/SS/S/TS6  CC6-8WH/SS/S/TS7 | CC6-8WH/SS/S/TS10  CC6-8RST/TS9 |  |
| **Assessment options**  Exit tickets to check understanding and retention  Web check-ins  Individual check-ins  Instant surveying (with clickers)  Observation | | | | | |

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| **Standard 5: Active Member of Learning Community** | | | | | |
| Benchmarks | | | | | |
| 1. Seeks information from diverse sources, contexts, disciplines and cultures 2. Shares knowledge and information with larger learning community 3. Respects other’s ideas and backgrounds and acknowledges their contributions 4. Collaborates with others both in person and through technology 5. Uses digital tools to share information and work collaboratively with others | | | | | |
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| **Current projects: Grade 7** | | **Expansion: Grade 7** | | | |
| I-Search  Poet Project | | * Search lessons are done inconsistently among the seventh grade classes. A more structured plan of collaboration between I-Search teachers and the librarian would help to make sure all students are getting the same skills. * These skills should be addressed in other areas of the curriculum. * The Poet Project has only been done in one cluster one time. It would be useful to have all students do the project in order to gain the skills learned within it. | | | |
| **By the end of this year, students should be able to…**   * Find information from a variety of sources (developing) * Work together to find and share resources and information (developing) | | | | | |
| **Common Core Tie-In** | | | | | |
|  |  | |  | CC6-8WH/SS/S/TS1  CC6-8WH/SS/S/TS1a  CC6-8WH/SS/S/TS2b  CC6-8WH/SS/S/TS6  CC6-8WH/SS/S/TS7  CC6-8WH/SS/S/TS10 | CC6-8RS/TS9 |
| **Assessment options**  Exit tickets to check understanding and retention  Web check-ins  Individual check-ins  Instant surveying (with clickers)  Observation | | | | | |

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| **Standard 6: Appreciate Literature** | | | | | |
| Benchmarks | | | | | |
| * 1. Independently follow library procedures and demonstrate proper care for borrowed materials.   2. Use the school librarian and others as information sources.   3. Consistently select and read materials of appropriate interest and reading level.   4. Reads widely in various formats and genres   5. Makes connections between self and larger community   6. Derives meaning from information presented creatively in a variety of formats.   7. Relate appreciation of literature to others (in form of reviews, online ratings, journal entries, etc.) | | | | | |
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| **Current projects: Grade 7** | | **Expansion: Grade 7** | | | |
| I-Search  Book Review Project  Orientation  Poet Project | | * Search lessons are done inconsistently among the seventh grade classes. A more structured plan of collaboration between I-Search teachers and the librarian would help to make sure all students are getting the same skills. * These skills should be addressed in other areas of the curriculum. * The Poet Project has only been done in one cluster one time. It would be useful to have all students do the project in order to gain the skills learned within it. | | | |
| **By the end of this year, students should be able to…**   * Choose and read books in a variety of genres and formats (developing) * Use a variety of resources to choose books (developing) * Use the library appropriately (mastered in sixth grade) | | | | | |
| **Common Core Tie-In** | | | | | |
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| **Assessment options**  Individual check-ins  Instant surveying (with clickers)  Observation  Circulation statistics and info | | | | | |

**GRADE EIGHT**

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| **Standard 1:** Define an Information Task | | | | |
| Benchmarks | | | | |
| * 1. With teacher-guidance, develop essential question to develop topic focus or a self selected essential question   2. Understand the concept of forming a focus as a way to narrow the topic of a research project.   3. Develops primary research questions   4. Identifies pre-existing knowledge and what will be needed to solve the problem (exploratory research)   5. Decides upon topics and subtopics   6. Broadens and narrows topic into manageable focus by revising and developing questions as needed. | | | | |
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| **Current projects: Grade 8** | | **Expansion: Grade 8** | | |
| Social Studies Project  Mockingbird Research | | * The social studies project should accomplish many of these things. They should be emphasized and supported in other curriculum areas. | | |
| **By the end of this year, students should be able to…**   * Write a good research question (developing) * Understand the difference between research and fact finding (mastery) * Understand the purpose of exploratory research and have strategies to begin finding information on their own (mastery) | | | | |
| **Common Core Tie-in** | | | | |
| CC.8.R.1.4 | CC.8.W.7  CC.8.W.8  CC.8.W.9.a  CC.8.W.9.b  CC.8.W.10 | | CC6-8WH/SS/TS1  CC6-8WH/SS/TS1a  CC6-8WH/SS/TS7 | CC6-8WH/SS/S/TS10 |
| **Assessment options**  Exit tickets to check understanding and retention  Web check-ins  Individual check-ins  Instant surveying (with clickers)  Observation | | | | |

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| **Standard 2: Locating and Accessing Information** | | | | | |
| Benchmarks | | | | | |
| 1. Understand and apply knowledge of alphabetical and Dewey Decimal System arrangement to locate books. 2. Independently use organizational tools to locate and browse the shelves for personal interest and assignments. 3. Understand and independently use an online catalog as a searchable database. 4. Understand the concept of inter-library loan, and online library catalogs outside of the school library to find and evaluate websites and to answer questions and uses public libraries’ digital and print collections when necessary. 5. Use online resources to find and extract relevant data and information 6. Work on formulating keywords and phrases, note-taking, and constructing efficient search strategies. 7. Use school librarian and others as information sources. 8. Recognizes type of info needed and gaps in information provided 9. Understands school criteria for selecting sources (CART) 10. Identifies a variety of sources that can be obtained within timeline of task 11. Understands difference between primary and secondary sources | | | | | |
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| **Current projects: Grade 8** | | **Expansion: Grade 8** | | | |
| Mockingbird  Artist Project  Social Studies Project | | * The social studies project should accomplish many of these things. They should be emphasized and supported in other curriculum areas. | | | |
| **By the end of this year, students should be able to…**   * Use CART to choose resources appropriate to specific activities and personal needs (mastery) * Identify gaps in information and formulate strategies to fill them (developing) * Know the difference between and when to use primary and secondary sources (introductory) * Search for and locate books on their own (mastered in sixth grade) | | | | | |
| **Common Core Tie-In** | | | | | |
|  |  | | CC6-8RH.SS1  CC6-8RH.SS2  CC6-8RH.SS3  CC6-8RH.SS6  CC6-8RH.SS7  CC6-8RH.SS8  CC6-8RH.SS9 | CC6-8WH/SS/S/TS1  CC6-8WH/SS/S/TS1a  CC6-8WH/SS/S/TS1b  CC6-8WH/SS/S/TS2b | CC6-8WH/SS/S/TS7  CC6-8WH/SS/S/TS9  CC6-8WH/SS/S/TS10  CC6-8RS/TS1  CC6-8RS/TS8  CC6-8RS/TS9 |
| **Assessment options**  Exit tickets to check understanding and retention  Web check-ins  Individual check-ins  Instant surveying (with clickers)  Observation | | | | | |

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| **Standard 3: Using Information (a. evaluates, b. selects most relevant, c. exhibits ethical behavior)** | | | | | |
| Benchmarks | | | | | |
| 1. Selects appropriate tools or applications for task (a) 2. Uses school criteria for selecting sources (CART) (a) 3. Distinguish between fact and opinion. (a) (T) 4. Understand the concept of authority and peer review as it applies to the validity of information found on websites and databases. (a) (T) 5. Practice the selection and use of appropriate information sources to answer questions, including print and online resources. (b) (R) 6. Understand the differences between search engines, websites, and databases and how to access them (b) (C,A,R,T) 7. Learn how to skim and scan information sources in order to extract relevant information by paraphrasing. (b,c) (A,R) 8. Keeps accurate notes and records for data and resources used (b,c) 9. Uses online catalogs to provide bibliographic information about sources. (c) 10. Understand and abide by the computer Acceptable Use Policy and practice Internet etiquette. (c) 11. Understand the concept of common knowledge and plagiarism. (c) 12. Understand the concept of copyright (intellectual property) as it applies to print, media, and electronic resources. (c) 13. Creates bibliographic citations to acknowledge intellectual property of others (c) 14. Adheres to copyright restrictions for print and digital sources (c) 15. Demonstrates knowledge of Internet safety | | | | | |
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| **Current projects: Grade 8** | | **Expansion: Grade 8** | | | |
| Mockingbird Research  Social Studies Project  Artist Project | | * The social studies project should accomplish many of these things. They should be emphasized and supported in other curriculum areas. | | | |
| **By the end of this year, students should be able to…**   * Identify the parts of CART, use them without instruction, and be able to identify elements that go beyond CART to make a resource useful (developing) * Extract information from sources (developing) * Understand the difference between different online resources and know which to use when (mastery) * Create a bibliography and why they need to give credit (developing) * Understand copyright and the idea of intellectual property (developing) | | | | | |
| **Common Core Tie-In** | | | | | |
|  |  | | CC6-8WH/SS/S/TS1  CC6-8WH/SS/S/TS1a  CC6-8WH/SS/S/TS1b  CC6-8WH/SS/S/TS2b | CC6-8WH/SS/S/TS7  CC6-8WH/SS/S/TS8  CC6-8WH/SS/S/TS9  CC6-8WH/SS/S/TS10  CC6-8RS/TS9 | CC6-8RH.SS3  CC6-8RH.SS6  CC6-8RH.SS7  CC6-8RH.SS8 |
| **Assessment options**  Exit tickets to check understanding and retention  Web check-ins  Individual check-ins  Instant surveying (with clickers)  Observation | | | | | |

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| **Standard 4: Synthesizing Information** | | | | | |
| Benchmarks | | | | | |
| 1. Exercise the ability to predict, analyze, and paraphrase data and information. 2. Draws conclusions based on information 3. Integrates own knowledge and information with that other of in group 4. Integrates own knowledge into gathered information. 5. Produces and communicates information and ideas in appropriate formats 6. Use appropriate medium to communicate research results | | | | | |
|  | | | | | |
| **Current projects: Grade 8** | | **Expansion: Grade 8** | | | |
| Mockingbird Research  Social Studies Project  Artist Project | | * The social studies project should accomplish many of these things. They should be emphasized and supported in other curriculum areas. | | | |
| **By the end of this year, students should be able to…**   * Paraphrase information and draw conclusions based on information (mastery) * Make connections between their knowledge and the knowledge of others’ (developing) * Create a final product in a variety of formats (developing) | | | | | |
| **Common Core Tie-In** | | | | | |
|  |  | |  | CC6-8WH/SS/S/TS1  CC6-8WH/SS/S/TS1a  CC6-8WH/SS/S/TS2a  CC6-8WH/SS/S/TS2b  CC6-8WH/SS/S/TS6  CC6-8WH/SS/S/TS7 | CC6-8WH/SS/S/TS10  CC6-8RST/TS9 |
| **Assessment options**  Exit tickets to check understanding and retention  Web check-ins  Individual check-ins  Instant surveying (with clickers)  Observation | | | | | |

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| **Standard 5: Active Member of Learning Community** | | | | | |
| Benchmarks | | | | | |
| 1. Seeks information from diverse sources, contexts, disciplines and cultures 2. Shares knowledge and information with larger learning community 3. Respects other’s ideas and backgrounds and acknowledges their contributions 4. Collaborates with others both in person and through technology 5. Uses digital tools to share information and work collaboratively with others | | | | | |
|  | | | | | |
| **Current projects: Grade 8** | | **Expansion: Grade 8** | | | |
| Mockingbird Research  Social Studies Project  Artist Project | | * There should be a place for a Facing History project in here (5.1, 5.3) | | | |
| **By the end of this year, students should be able to…**   * Find information from a variety of sources (mastery) * Work together to find and share resources and information (developing) * See where they fit in a larger community (introductory) | | | | | |
| **Common Core Tie-In** | | | | | |
|  |  | |  | CC6-8WH/SS/S/TS1  CC6-8WH/SS/S/TS1a  CC6-8WH/SS/S/TS2b  CC6-8WH/SS/S/TS6  CC6-8WH/SS/S/TS7  CC6-8WH/SS/S/TS10 | CC6-8RS/TS9 |
| **Assessment options**  Exit tickets to check understanding and retention  Web check-ins  Individual check-ins  Instant surveying (with clickers)  Observation | | | | | |

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| **Standard 6: Appreciate Literature** | | | | | |
| Benchmarks | | | | | |
| 1. Independently follow library procedures and demonstrate proper care for borrowed materials. 2. Use the school librarian and others as information sources. 3. Consistently select and read materials of appropriate interest and reading level. 4. Reads widely in various formats and genres 5. Makes connections between self and larger community 6. Derives meaning from information presented creatively in a variety of formats. 7. Relate appreciation of literature to others (in form of reviews, online ratings, journal entries, etc.) | | | | | |
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| **Current projects: Grade 8** | | **Expansion: Grade 8** | | | |
| Battle of the Books  Mockingbird Research  Social Studies Project  Artist Project  Orientation  Booktalks  Reading Reality | | * Being the oldest students in the school, it would be nice to see students have the chance to share their love of books and knowledge about books with younger students. | | | |
| **By the end of this year, students should be able to…**   * Choose and read books in a variety of genres and formats (mastery) * Use a variety of resources to choose books (mastery) * Use the library appropriately (mastered in sixth grade) | | | | | |
| **Common Core Tie-In** | | | | | |
|  |  | |  |  |  |
| **Assessment options**  Individual check-ins  Instant surveying (with clickers)  Observation  Circulation statistics and info | | | | | |